

# The Classical Outlook

CONTINUING LATIN NOTES

VOLUME XIX

FEBRUARY, 1942

NUMBER 5

## THE SOURCES OF ENGLISH WORDS

By W. L. CARR  
Teachers College, Columbia University

EIVION OWEN  
Bishop's College, Lennoxville, Quebec

RUDOLF F. SCHAEFFER  
New York City

THE DATA HERE presented are the results of an etymological analysis of the 20,000 words "found most frequently and widely in general reading for children and young people" (Edward L. Thorndike, *A Teacher's Word Book*, Bureau of Publications, Teachers College, Columbia University, 1932, title page). Mr. Schaeffer analyzed the 10,000 words in Thorndike's earlier word book (Edward L. Thorndike, *A Teacher's Word Book*, Bureau of Publications, Teachers College, Columbia University, 1921) and Dr. Owen analyzed the remaining 10,000 words. Mr. Schaeffer also prepared the tables presented herewith. Professor Carr planned and supervised the study and is also responsible for the final form of this article.

This study is based on a longer and more authoritative list than was any previous similar study, and a larger number of categories have been employed in the analysis of data. Grinstead in 1924 reported an analysis of 17,287 words (Wren J. Grinstead, "On the Sources of the English Vocabulary," *Teachers College Record* XXVI, 32-46) and his findings have been widely accepted. He employed four categories and reported the following percentages: Latin, 52.5%; Native English, 26.2%; Greek, 10.1%; Miscellaneous, 11.2%. In Grinstead's analysis 66 Greek-Latin words were counted under Latin but not under Greek. In 1925 Lindsay (Edward Y. Lindsay, *An Etymological Study of the Ten Thousand Words in Thorndike's Teacher's Word Book*, Indiana University Studies, No. 65) reported an analysis of the 10,000 words listed in Thorndike's first *Teacher's Word Book*. His findings were: Latin, 45.98%; Native English, 35.1%; Greek, 7.19%; Miscellaneous, 11.69%. Lindsay seems to have included doubtful cases under "Miscellaneous." Furthermore, Lindsay made no mention of hybrids. Owen and Schaeffer disposed of hybrids by adding half a word to each of the languages involved. Thus *millimeter* yielded one-half a word to the Latin total and one-half a word to the Greek

Table I. Distribution of Words by Language Origin: Thorndike's First 10,000 Words.

	Lt	Gk	Ger	C	M	I	D	Total
Number of words	4119	669	3744	74	171	128	451	9356
Percentage	44.03	7.15	40.02	.79	1.83	1.37	4.82	100.01

Note: The 451 words under D include 21 words of Late Latin origin and 15 words of Medieval Latin origin.

Table II. Distribution of Words by Language Origin: Thorndike's Second 10,000 Words

	Lt	Gk	Ger	C	M	I	D	Total
Number of words	4666	1174	2073	52	168	58	482	8673
Percentage	53.8	13.53	23.90	.60	1.94	.67	5.56	100

Note: The 482 words under D include 20 words of Late Latin origin and 23 words of Medieval Latin origin.

Table III. Distribution of Words by Language Origin: Thorndike's First and Second 10,000 Words Combined.

	Lt	Gk	Ger	C	M	I	D	Total
Number of words	8785	1843	5817	126	339	186	933	18029
Percentage	48.72	10.22	32.26	.70	1.88	1.03	5.18	99.99

Note: The 933 words under D include 41 words of Late Latin origin and 38 words of Medieval Latin origin.

Table IV. Distribution of Words by Language Origin in the Three Chief Groups; Difference between Thorndike's First and Second 10,000 Words.

	Latin		Greek		Germanic	
	Words	Percent	Words	Percent	Words	Percent
First 10,000 words	4119	44.03	669	7.15	3744	40.02
Second 10,000 words	4666	53.80	1174	13.53	2073	23.90
Difference	+547	+9.77	+505	+6.38	-1671	-16.12

Table V. Distribution of Words by Language Origin: Thorndike's 20,000 Words with Latinized Greek and Celtic Words and Late Latin and Medieval Latin Words Counted as Latin.

	Lt	Gk	Ger	C	M	I	D	Total
Number of words	10221	539	5817	73	339	186	854	18029
Percentage	56.69	3.00	32.26	.40	1.88	1.03	4.74	100.00

total. On the other hand, words with hybrid prefixes or suffixes were classified on the basis of their roots. Thus *anteroom* was counted as Germanic, while *unnumbered* or *numberless* was counted as Latin.

In November, 1922, B. L. Ullman ("Our Latin-English Language," *Classical Journal* XVIII, 86-87) reported on a count of Thorndike's first 10,000 words made by himself and Lillian B. Lawler, using essentially the same method as that used by Schaeffer in the present study. The Ullman-Lawler figures were: "At least 46.8%, and possibly 47.5%, of the words are Latin in origin, 6% Greek, 41% Teutonic, and 5.2% Miscellaneous."

In the present count all words are counted as Latin if they can be traced to ancient Latin, vulgar or literary, except that Latin words borrowed from Greek are counted as Greek. Any word which cannot be traced back further than to "Medieval" or "Late" Latin is classified as doubtful. Furthermore, words like *car* and *carry*, which are usually thought of as coming from Latin but which were borrowed by the Romans from the Celtic Gauls, are classified as "Celtic."

Another category employed in the present count is "Imitative;" e. g., *buzz*, *baby*, *daddy*, *mamma*. Several of these "imita-

tive" words appear in identical or similar form in various languages.

The category "Doubtful" is employed for a small number of doubtful or disputed words. In general, we have followed the authority of Weekley (Ernest Weekley, *A Concise Etymological Dictionary of Modern English*, London, John Murray, 1924) and Ernout and Meillet (A. Ernout et A. Meillet, *Dictionnaire etymologique de la langue latine*, Paris, Librairie C. Klincksieck, 1932), though not exclusively.

In all counts proper nouns and their immediate derivatives (i. e., all capitalized words) were disregarded. However, common nouns derived from proper names were counted under the language from which the proper names came, if this could be determined. Thus *fuchsia*, named after Fuchs (English "fox"), a German botanist, was counted as Germanic.

One obvious difficulty in an etymological analysis of a word list like Thorndike's is presented by *homographs*. Thorndike comments on this fact on page v of his second *Teacher's Word Book* as follows: "Homographs like 'bear' (the animal) and 'bear' (carry) are counted together, not because they really belong together, but because by so doing the persons making the counts can make them

very much faster and with very much less strain of attention. I had hoped to make reasonable estimates for all the important homographs by having separate counts made of them, but it has not been possible." There is, to give another illustration, the word *ash* (page 9 of the *Word Book*). It has the rating number 3b according to its frequency of occurrence in the material examined—that is to say it belongs to the second half of the third thousand of the 20,000 words. What we do not know from this count is whether *ash* gets this high rating from its meaning "tree" or from the meaning "remains of matter after burning" or from both combined.

In many cases we can take it for granted that a certain meaning occurs too seldom to justify its place among words "found most frequently and widely in general reading for children and young people," e. g., *capital* as a part of a column. However, the number of homographs is so large that an etymological analysis can neither disregard them nor rely on arbitrary decisions. It was therefore of great assistance to us to have Lorge and Thorndike's *A Semantic Count of English Words* (in hektographed form, The Institute of Education Research, Teachers College, Columbia University, 1938). This count, closely related to Thorndike's second *Word Book*, gives, for most of the words, detailed data as to the proportion in which each meaning of each homograph appeared in the material examined. The homographs and the different meanings taken into account are those given in Murray's *New English Dictionary*.

With this material at hand, it was relatively easy to say in each case which particular word among the homographs was the one to be treated etymologically. If the homographs were approximately equal in frequency of occurrence we took both of them (e. g., *barrow*, "funeral mound," 500 per mille, and *barrow*, "vehicle," 500 per mille), and counted them twice, both as Germanic in this case. Similarly we counted twice *bark* (of a tree, 443 per mille) and *bark* (verb, 350 per mille), while *bark* ("vessel," 214 per mille) was disregarded. Words like *grave* (noun and verb, 595 per mille, adjective, 406 per mille) were counted twice and referred to different languages (Germanic and Latin in this case).

The most frequently used words are not included in the Lorge and Thorndike semantic count. But the situation was rather obvious in these cases. So we counted, e. g., *ball*, "sphere," but not *ball*, "dance;" *box*, "a case," but not *box* "a blow." On the other hand, we counted both *fine* (noun) and *fine* (adjective). Also we counted both *kind* (noun) and *kind* (adjective).

Tables 1-5 give the data for the present count. The abbreviations used in the

tables are: Lt for Latin; Gk for Greek; Ger for Germanic; C for Celtic; M for Miscellaneous; I for Instinctive or Imitative; D for Doubtful.

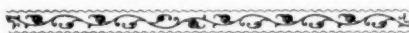
The results of this count as shown in Tables 1-4 are not surprising, if they are compared with those of previous counts. All these counts show that the Latin element represents about one-half of the contributions made, while Latin and Greek combined represent a little less than two-thirds. Furthermore, our Table 4 shows that if one goes from the first to the second 10,000 words the Latin-Greek element increases by 16.15 percentage points, while the Germanic element decreases by 16.12 percentage points. It may be taken for granted that this tendency would prevail if there were an additional third section of 10,000 words to



#### THE 1942 ROMAN CALENDAR

The 1942 wall calendar is 16" x 22" in size, printed on ivory paper with a matching spiral binding. As in our previous calendars, both the ancient and modern systems of numbering are used. Borders and Latin quotations are printed in color. The large, clear illustrations will make a splendid addition to your picture collection. Price, \$1.00.

Address the American Classical League Service Bureau.



be examined; that is to say that if, instead of a vocabulary of children and young people, the language of literate adults should be tested in this respect, the percentage of Latin and Greek sources would undoubtedly be still higher.

Oldfather in a recent article (W. A. Oldfather, "Increasing Importance of a Knowledge of Greek and Latin for the Understanding of English," *Kentucky School Journal*, December, 1940, pp. 37-41) has called attention to the fact that the Germanic element in the English language has proportionately decreased since the days of Shakespeare, while the Latin-Greek element represents the "living end" of English. In addition, he emphasizes the fact that any modern development in the fields of science and technology involves a large increment in terms, taken almost exclusively from Latin and Greek. This situation, closely related to our findings, gives added significance to the idea of Latin and Greek as "living languages."

One other thing needs to be said. From the practical point of view of a Latin student the Latin element in English is considerably larger than that shown in Table 4. Even a student of elementary Latin learns as Latin many words which the Romans borrowed from the Greeks and completely Latinized; e. g., *corona*, *hora*,

*nauta*, *poena*. Similarly he learns as Latin some Celtic words which the Romans borrowed from the Gauls; e. g., *carrus*, *caballus*, *carpentum*. He is also likely to encounter in his Latin reading some words which are Late Latin or Medieval Latin. If we should transfer to the Latin column all such "Latin" words, using Harper's *Latin Dictionary* (1907) as our guide, the numbers and percentages would be those given in Table 5.



#### NEOLOGISMS AGAIN

By ROBERT W. MEADER  
Bancroft School, Worcester, Mass.

THE INVENTIVENESS of the American is sempiternal, evidently. The other day the writer passed a filling station and was confronted with the title which the owner had affixed to his grease pits. It was *servitorium*, which is of unquestionably good ancestry. Who says Latin is a dead tongue? In this same station there was literature for the attendant on increasing his service to his customers. One item dealt with the necessity to "smarten up filling stations." Another discussed the enduring qualities of some gadget used in his trade, extolling its "twistibility." Of course, the argument is that if that's what one means, why not say it? Well, why not? The only difficulty is that occasionally it insults the ear; but then, no doubt many of the words we currently use originally upset the conservatives of bygone days.

Another Latin word which the writer saw on his rambles about the countryside the other day was *terrarium*—a covered glass globe or fish-tank containing flowers and plants to be grown indoors during the winter. If an aquarium holds water, why should not a container for holding earth be called a *terrarium*? Anyway, it was.

We seem also to be imitating the Latins in going phonetic in our spelling. An Indian woman, writing a friend of the author's about various quadrupeds, called them all "anamiles." With such joys as these about us, why need we mind the slings and arrows of outrageous fortune?



The annual verse-writing contest for students of members of the American Classical League will close this year on March 13. As in former years, there will be a section for high school students and one for college students. For further information see the December, 1941, issue, page 28.



The high school at Ocean Grove, New Jersey, is appropriately called the Neptune High School. Miss H. Margery Felter is the instructor in Latin.

## THE CLASSICAL OUTLOOK

CONTINUING LATIN NOTES

Entered as second class matter Oct. 7, 1936, at the post office at New York, N. Y.,  
under the act of March 3, 1879.

EDITOR: LILLIAN B. LAWLER, Hunter College, New York, N. Y.

ASSOCIATE EDITOR: W. L. CARR, Colby College, Waterville, Maine

BUSINESS MANAGER: DOROTHY PARK LATTA, New York University  
Washington Square East, New York, N. Y.

SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in the American Classical  
League includes subscription to THE CLASSICAL OUTLOOK.

Published monthly October to May inclusive by the American Classical League, New York  
University, Washington Square East, New York, N. Y.

ALL RIGHTS RESERVED

A "WONDER"  
OF THE ANCIENT WORLD

REV. ANTHONY M. GUENTHER, S.J., professor of Latin and Greek at Canisius College, Buffalo, N. Y., whose favorite diversion is the construction of scale models of ancient buildings, has recently completed a replica of the Pharos, or lighthouse, of Alexandria, one of the seven wonders of the ancient world. Built to the scale of one-eighth of an inch to one foot, the model stands 70½ inches high; the material is ply wood, cut to represent blocks of marble. Like the ancient building, the replica is built in four stages, the lowest square, the second octagonal, the third circular, and the fourth open, with bronze columns supporting the surmounting dome. Through the interior, from bottom to top, runs a shaft, used in the ancient building for raising fuel to the summit by means of a windlass. A spiral stairway runs around the shaft. About 420 rooms, two inches square and two inches high in the model, fill the two lower stages; in the original building these rooms were used for storage, for housing lighthouse keepers and soldiers, etc.

The ancient structure towered 564 feet into the air, and cost about \$1,750,000. From its top stage one had a view of something like a hundred miles. Beneath its dome were lanterns, fires, and a gigantic mirror, for signalling approaching ships.

Legends of all sorts grew up around the building. It was partially demolished by the Caliph Al-Walid, who had been told that gold was hidden in its foundations; and earthquakes completed the destruction of the building in the thirteenth and fourteenth centuries.

Among Father Guenther's other models are replicas of a Roman camp, a Roman town and gateway, Caesar's bridge, a Greek theater, the Parthenon, the Colosseum, a Roman bridge, and a Roman house.

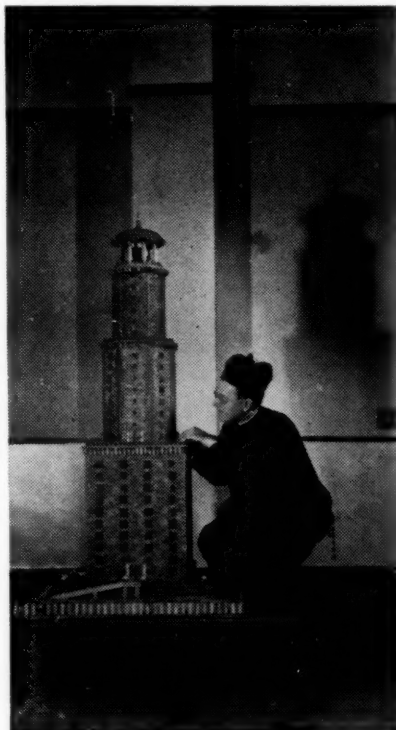
## THE BROKEN TEMPLE

By MARIANA A. G. SCOTT  
Cincinnati, Ohio

Deserted, drear, and desolate,  
Mere broken stone and rust,  
The ghost of former majesty  
Besmirched by time and dust;

Where once thy priests fair offerings laid  
Upon thine altar high,  
Now only weathered marble stands,  
Where tired breezes sigh.

The loveliness of days of yore,  
Where fell Apollo's beams  
Is faded into darkness now,  
Is gone like youthful dreams.



Courtesy of the Canisius College Griffin.

## VOX MAGISTRI

This department is designed as a clearing-house of ideas for classroom teachers. Teachers of Latin and Greek are invited to send in any ideas, suggestions, or teaching devices which they have found to be helpful.

## A VALENTINE PARTY

Mr. Miles G. Thompson, of the Princeton (New Jersey) High School, writes:

"It happens that we have only one Vergil class and only one Cicero class in our high school, and that these two classes recite the same period. Accordingly, my Vergil class asked permission to entertain the Cicero class with a party during the class period on St. Valentine's Day. Since both classes were up to schedule in their work, we felt that a 'day for play' would do no harm; and so it proved.

"From the American Classical League Service Bureau I purchased a valentine with a Latin quotation. The class composed a poem inviting the Ciceronians and their teacher to the party. They wrote the poem on the valentine, and sent it. The Cicero class replied with a poem introduced by 'Gaudeamus igitur.'

"We bought some red apples and polished them, and attached to each apple either a white arrow (for a boy) or a red heart (for a girl). These were paired. On an arrow we wrote 'Paris,' on a heart 'Helen;' on an arrow 'Orpheus,' on a heart 'Eurydice,' etc. These were given out at the door as the guests arrived, and the famous 'couples' were asked to find each other. One boy in the Vergil class met Miss Wright, the Cicero teacher, gave her a corsage of red and white carnations, and escorted her to the scene of the festivities. On the board in the Vergil room were written Latin love poems, a translation of a poem by Sappho, valentines in Latin and English, etc., each one labelled for one of the guests.

"We had three games. We acted out three charades — 'Welcome,' 'Cicero,' and 'Amor.' In these all the pupils took part. Then we gave out the sentence 'Ego te amo,' and the pupils were given three minutes to see who could make the most English words from the letters. Then we put up a big red heart with three divisions, marked 'Four years,' 'Eight years,' and 'Never.' The pupils were blindfolded, turned around, and asked to touch the heart. The pupil who touched 'four years' would be married in four years, etc.

"After the games, we went to a room in the high school building which can be darkened, and there we viewed a ten-minute sound film of romantic Venice, with full moon, gondolas, love-songs, etc., complete.

"Our refreshments were simple—valentine candy, served with valentine napkins—but they lent a festive touch.



"As a result of careful planning, our party just filled the fifty-minute period. Everything proceeded with no delays, and we closed on time."

## PARADIGMS

Many teachers approach the teaching of forms in fear and trembling, forgetting that young pupils actually enjoy a certain amount of memorizing. Sister M. Michael Ryan, O.S.U., of St. Joseph's Ursuline Academy, Malone, N. Y., writes:

"The learning and reciting of paradigms need not be dull and repellent. As a matter of fact, most pupils enjoy the swing of an oral paradigm. The sound of strange words has an attraction for many pupils, and most classes will study forms as willingly as any other part of their work, provided they are skillfully presented. If the pupil understands that lists of forms are necessary to language work, and that oral drill must be given frequently, he will in most cases cooperate cheerfully."

## BRIGHTENING LATIN GRAMMAR

Miss Lucile E. Eames, of the Cushing Academy, Ashburnham, Mass., writes:

"Suggestions for brightening the study of Latin grammar are always welcome to me. Here are a few 'ways and means' which I have collected or concocted. I should appreciate a new supply, which I am sure your contributors could give. I do not guarantee that any of these hints will clinch a point firmly, but I think there is some value in introducing the unexpected to catch and hold attention."

"We call the imperfect tense the 'sheep tense,' since 'ba' is its sign. The future tense of the first two conjugations we call the 'horse tense,' because of the 'bit' in the third person singular."

"For the future of the third conjugation we learn this touching verse—

In the third conjugation future,  
First *a*, then the rest have *e*.  
Disgrace would fall upon you  
If you should use a *b*.

"Another poetical attempt is this, for the ablative singular of the nouns in the third declension in our book—

Third declension nouns have *e*,  
Except for *animal* and *sea*.  
Adjectives have *i*, alas!  
Learn this or you'll never pass.

"Later come two more lines—

Add exception number three:  
All comparatives have *e*.

"These rules are by no means inclusive, but they fit most of the words given in our book; exceptions may be introduced as they are met in translation."

"Boys and girls sometimes find it difficult to think systematically about verbs. We always try to remember the 'Big Three' (mood, tense, and voice), and the 'Little Two' (person and number) in connection with each verb we meet. This somewhat atrocious sentence is designed to bring back a straying mem-

ber of the 'Big Three' group: 'The cow moored by our tents with a loud voice.'

"The following may be used as a smile-producer when brows become furrowed: Once upon a time there were two little sisters named Gerund and Gerundive. Gerund always got the worst of everything. She had only four dresses, a fact that is enough to make any little girl grumpy. Gerundive, on the other hand, had thirty pretty gowns. Gerund, as might be expected, was ill-natured, and never agreed with anyone. She was always alone. Gerundive, as is equally natural, always agreed with anyone with whom she found herself, and never had a lonely moment. Someone was always with her. There were two friends of the family, named Ad and Causâ, who sometimes took pity on Gerund, and were seen with her; but even they, too, preferred to go with Gerundive and one of her companions."

HAPPY BIRTHDAY  
TO YOU

Translated by LILLIAN B. LAWLER  
Hunter College

Felicem tibi  
Natalem diem!  
Felicem, mi—  
Natalem tibi!

For a girl, use *mea* in the third line. Fill in the blank with the name of the person honored.

THE EARLY ROMANS:  
MILITARISTS  
OR LOVERS OF PEACE?

By E. DONALD WILSEY  
Polytechnic Preparatory Country Day School  
Brooklyn, N. Y.

THE FIRST myths of early Rome are associated with the change from the pastoral to the agricultural way of life. Saturnus, the most ancient of Italian divinities, was the god of sowing. He reflects the change from the habits of the shepherd and hunter to those of dwellers in settled habitations. He was the inventor of agriculture and horticulture. His consort was Ops, who represented wealth. Saturnus is often pictured with a scythe, which is more properly the pruning hook than a symbol of the god of Time, the destroyer. The age of Saturn was the age of gold, the age of innocence and simplicity, of honesty and labor attendant upon the work of the fields.

The gods derived from Saturn were also connected with husbandry. Janus, who was supposed to have come early in life to Italy and founded a city on the Tiber, was instructed in the use of the

pruning hook by Saturn. The pruning hook was also the symbol of Vertumnus, who stood for the change of the season from winter to spring. The people of Italy seem to have been conscious of the benefits of the change to the cultivation of their land, as the advent of the age was so celebrated throughout Italy, and the age was called the Golden Age. Italy was called the *Saturnia Tellus*, the land of Saturn, and the first settlement on the Capitoline Hill was called Saturnia.

From the early divinities we can get a glimpse of what kind of life the early Romans led. It is evident that the primitive community was made up of a group of agricultural households, each chiefly interested in its own physical existence and material welfare. The Romans were content, as a quiet, peace-loving people, to devote themselves solely to their own pursuits and the labors attendant upon an agricultural life. Mommsen has said of their early existence, "In the national economy, agriculture was, and continued to be, the social and political basis both of the Roman community and of the new Italian state. The common assembly and the army consisted of Roman farmers." They resided within the shelter of their city walls, but more and more had to cultivate the fertile valleys and plains about them.

Vergil struck a popular note and a characteristic trend of Roman temper in his picture of the peaceful rural life, as given in the *Georgics*. The whole work is a glorification of agriculture, prompted as it was by his own deep love for the country life and by his sympathy for everything that goes on with the farmer. Vergil says, in effect, "O happy tiller of the soil, in quietness and peace, for whom the fruitful earth yields rich increase, and who feeds his own, his flocks, and all the land! When at last the season turns, the presses receive the rich olive, and sure repose is his, and life secure. His herds are multiplied, and the prosperous year brings forth the waving grain and savory fruits, while his barns overflow with crops. Lowing cattle and good reward of labor are about him. The wandering wild beasts grow fat for game; his trees bestow their gifts; about him his happy children gather." (II, 458-473)

As one reads through the *Georgics*, one gets a vivid impression of how deeply the Romans were attached to their land. They began to develop this land-consciousness from their very early days. Saturn and Janus, as we have seen, were believed to have exercised this civilizing influence over the inhabitants of Italy and to have blessed them with peace and prosperity. One recalls here Vergil, *Aeneid* VIII, 319-325: "First came Saturn from heavenly Olympus, fleeing the weapons of Jupiter, and driven into exile from his lost domain. He gathered together a race untaught and scattered over the mountain

tops, and gave them laws, and chose for the place to be called Latium, since on these shores he had found a safe refuge. Under his rule were the golden ages that men tell of; he ruled the nations in such tranquil peace."

But since the confined and secluded hills did not afford the early Romans enough fruits for their daily living, they had to fight for land with their neighbors. It is also to be remembered that they were surrounded by hostile tribes and bands of brigands, who tried to prey upon them. Consequently, for these two reasons, to obtain their daily bread and to defend themselves and their possessions, the Romans were compelled to take up arms; and thus only did they learn militarism and tactics—*by necessity rather than by choice*. They were forced to cultivate military skill for the sake of their own existence and security. But unless driven to arms by imminent danger, the early community was content to dwell in the quiet seclusion of the protecting hills and to till the land in order to derive a peaceful existence. The early Romans were not a plundering tribe, interested in exactions from neighboring tribes, but were rather interested in producing and protecting their own living. When danger threatened, they left the cultivation of their fields, only to return to their work when the crisis had passed. A famous example is that of Cincinnatus, who at a moment of national peril was summoned from his work in his fields to become dictator. He left his plow to take up his commission, and compelled the enemy to a hopeless engagement and complete surrender, after which he laid down his military duties and returned from his triumph to the work of his fields.

Vergil says, we recall (*Georgics* I, 498-514), "Gods of our land, native to our country, thou, Romulus, and thou, Vesta, our mother, who guardest the Tuscan Tiber and the Roman Palatine, keep not back this youth from aiding a world in woe. We have quite atoned with the blood of our veins for the perjury of Laomedon's Troy. Too long now have heavenly palaces grudged you to us, Caesar, and complained that you have regard for earthly triumphs. Right and wrong are turned about; so many wars stalk the lands, so many shapes of sin; *the plow receives not the honor due it*; our fields lie fallow, the tillers taken from us, and cruel swords from pruning hooks are fashioned. Here Euphrates stirs up war, and there Germany; neighbor cities break the ties that held them, and take up arms; everywhere impious war rages wild, as when from the barriers the chariots burst forth and speed around the course, while the driver in vain pulls at the reins and is carried along in chariot uncontrolled."

Thus it seems clear that the Romans were by nature essentially a peace-loving people, and that they were forced to un-

dertake extensive wars against their will and their natural inclinations.



### PERVIGILIUM VENERIS

Translated by Z. CHAFEE, Jr.  
Law School, Harvard University

Love, oh love upon the morrow,  
You who never loved before,  
And if you have loved in old days,  
On the morrow love once more.  
Spring is here with all its music,  
Spring, the new birth of the year.  
Hark! The thrushes fill the woodland  
With their love-song sad and clear.  
When the birds are all a-wooing,  
How can we from love refrain?  
And the trees bring forth their foliage,  
Offspring of the gentle rain.  
And tomorrow white-armed Venus,  
Through the forest gliding, weaves  
Arbors green of myrtle garlands  
'Neath the shade of wind-kissed  
leaves.  
Love, oh love upon the morrow,  
You who never loved before.  
And if you have loved in old days,  
On the morrow love once more.  
Venus scatters flower jewels  
To adorn the purple year,  
And when rosebuds, breathed on softly  
By the west wind, first appear,  
She it is who bathes the blossoms  
In the warm and shining dews,  
Which the misty airs of nighttime  
Through the greenwood shade  
diffuse;  
Lo, like tears the dewdrops glisten  
As they tremble, seem to fall,  
Yet to leaf and twig and blossom  
Clings each jewel bright and small.



Now the rams to shade are hastening  
With the foolish, bleating herds;  
And the woods are sweet with singing  
Of innumerable birds.  
Now the swans with noisy voices  
Quiet forest pools invade,  
While poor hapless Philomela  
Sings beneath the poplar shade.  
With such passion she is singing,  
You would say love caused the  
strains,  
And deny that of vile outrage  
To her sister she complains.  
She is singing; we are silent;  
When, ah, when will come my  
spring?  
When shall I be like the swallow,  
Who can never cease to sing?  
I have lost my Muse by silence  
And shall never sing again,  
Though the sweetness of the springtime  
Madly throbs within my brain.  
Love, oh love upon the morrow,  
You who never loved before,  
And if you have loved in old days,  
On the morrow love once more.

### A LAWYER LOOKS AT THE CLASSICS

By LOUIS QUARLES

Member of the Wisconsin Bar, and Chairman of the  
Board of Milwaukee-Downer College

Note: This is a condensation of a paper read at  
the meeting of the American Classical League in  
Milwaukee on July 2, 1940.

I AM BOTH honored and overwhelmed at the invitation to address you, and at the thought of trying at my age, "as one who has been long from school," to deal with this subject. I find myself in the situation of a layman attempting to elucidate to experts. It can't be done. There is, however, one thing which I can do. I can speak from my own experience, and thus possibly carry a message to you. Incidentally, I can enjoy myself by talking as I used to love to talk to my father and to people of the older generation, in the knowledge that I will be understood, and in the hope that I will not be considered pedantic.

The results of classical study, as you know much better than I, may be viewed from two aspects—the utilitarian and the cultural. I shall deal briefly with them both, with special reference, however, to the former, and with particular reference to its effect upon my own experience as a lawyer.

Every person in any walk of life, and particularly is it true of those in the professions, has to deal with words. Words are more than mere expressions of thought; the existence of words is necessary to exact thought. I will not discuss the so-called "Logos Theory," which used to be current, but I feel confident that without the invention of language exact formulation of ideas as we know it would be impossible.

The law deals with language as its major working tool. The lawyer cannot know too much about this tool with which he deals. Unfortunately, language is a very complex medium. The exact meanings of words themselves are not always clear, and opportunities for error also arise in grammar and syntax, even though every attempt be made to attain precision in thought.

The law has a whole body of rules deduced from experience and which deal solely with the proper construction to be given to language. One learned writer, Lieber, has expanded the field somewhat and given to it the term "hermeneutics," which he says includes both interpretation and construction. Many a lawsuit has been won or lost over the proper construction of a statute, the meaning of a word, or a phrase in a contract, etc. Most of the rules of statutory and legal construction are cast in their original Latin form; e. g., a familiar rule is that of "Noscitur a sociis"—i. e., that words, like persons, are known from the com-

## FIFTH COLUMNISTS IN ANTIQUITY

Contributed by EUGENE S. McCARTNEY  
University of Michigan

Hannibal in Italia multas urbes cepit, cum Romanorum habitu quosdam suorum, ex longo belli usu latine quoque loquentis, praemitteret.

Arcades Messeniorum castellum obsident, factis quibusdam armis ad similitudinem hostilium, eo tempore quo successura alia praesidia his exploraverunt, instructi eorum qui expectabantur ornatu admissique per hunc errorem ut socii, possessionem loci cum strage hostium adepti sunt.

—Frontinus, *Strategemata*, iii, 2, 3-4

pany they keep. Another rule is generally abbreviated "Ut res magis valeat quam pareat." The whole quotation is as follows: "Benignae faciendae sunt interpretationes propter simplicitatem laicorum ut res magis valeat quam pareat; et verba intentioni, non e contra, debent inservire." This is akin to the Biblical rule of construction: "Not of the letter but of the spirit; for the letter killeth, but the spirit giveth life," (2 Cor. 3, 6), and again akin to another rule: "Cessante ratione legis cessat ipsa lex."

One must be careful in dealing with language, and particularly with legal documents, not to "stick in the bark" ("Qui haeret in littera haeret in cortice.") It has been thus stated by Aulus Gellius: "Homo delirus, qui verborum minutiis rerum frangit pondera."

In addition to the rules of construction and various legal maxims, the old common law remedies took their name from the first word of the corresponding writ, which was always in Latin; and a knowledge of Latin is obviously of great assistance in the understanding of these terms. We all of us are familiar with such terms as "subpoena," "habeas corpus," "certiorari," etc. As a matter of fact, there is more than one kind of both subpoena and habeas corpus, e. g. "ad testificandum," and "ad respondendum," the one calling on a witness to testify and the other calling on a defendant to answer to a bill of complaint. Worse than merely using the first word of a writ, the lawyers in many cases abbreviate it. They talk, for instance, of a "fi. fa." or a "ca. res." or a "ca. sa." in place of the writs of "fieri facias," "capias ad respondendum," and "capias ad satisfaciendum." But this is not even Latin—it is jargon. However, Latin is the key that unlocks it.

There is another reason why a study of language, and particularly translation,

is good, and that is that it makes for exact thinking and inculcates a habit of care and discrimination in the use of words. The meaning of words is often determined by their philology, which in turn is often a key not only to the denotation, but also to the connotation of a word.

Many years ago my father passed on to me, as having been told to him by his classical professor, that the only way to learn the structure of English was to study Latin and Greek. The absence of such studies goes a long way to explain our fast disappearing subjunctive and the shades of meaning that inhere in and are expressible by various conditional sentences. While I could not now define the difference between the future more vivid and the future less vivid, I do habitually recognize and use in argument the assumption contrary to fact. It pains me to see how few people know that there is or ever was a mood other than the indicative.

The study of the classics generally enriches the vocabulary of any man. Fortunately our affairs, and particularly the more important ones, are not conducted in either "pidgin English," or this new invention, "Basic English," but in our own immensely wealthy language. Horace (*Ars Poet.* 309) well said: "Scribendi recte sapere est et principium et fons." A lawyer has to deal with professions other than his own. Many cases involve questions of medicine, of physics, of mathematics, of chemistry, etc., and a man that has a classical background is immeasurably assisted in the acquisition of an understanding of the vocabulary of other professions. Dr. Victor C. Vaughan, long Dean of the Medical College of the University of Michigan, was wont to say that at the end of his first lecture he could tell who were and who were not classical students by the way in which they understood the terms that are used in medicine.

Latin has another approach to the utilitarian to the lawyer, and that is the function played by Roman law in the development of juristic thinking. You undoubtedly know that there are today two basic systems of secular law in general use in the occident—the common law and the civil law, and while the United States, as heir to England, inherited the common law, yet that was not uninfluenced by the civil law. Furthermore, in certain parts of the United States the civil law was at one time controlling and its impression is still definitely fixed on the jurisprudence of those states. Thus in Louisiana the fundamental law is the *Code Napoléon*, an inheritance from its French origin; and in those states which came to us through Spain, such as New Mexico, Arizona, and California, the *Siete Partidas* was the original fount of wisdom. These French and

Spanish codes in turn are traceable to the *Corpus Juris Civilis* of Justinian. The common law differs fundamentally from civil law in that it is based on judicial precedents rather than codification, or the work of commentators. The body of our judicial precedents, however, has gotten so ungainly that we are now swinging toward codification (witness, the many "uniform acts") and also toward giving more weight to commentators, for example the "Restatement of the Law" which is being undertaken by the American Judicature Society. To one who has any experience in international law (and those of us who practice the law of patents and trademarks have) there is a constant coming in contact with the civil law, and a knowledge of its origin and development is essential.

There is one additional utilitarian result of a study of the classics, using the term broadly, and that is the ability to find apt quotations, which in a sense serve as themes for an argument. Just as in homiletics a sermon is based on a specific text, so in many cases is an argument to a court or jury. There is no finer way for a district attorney to castigate a defendant that has run away from the place of his crime than to quote from the Bible, "The wicked flee when no man pursueth, but the righteous are bold as a lion" (*Prov.* 28, 1); or in attempting to explain an obvious error to quote from the *Ars Poetica* (359), "Indignor quandoque bonus dormitat Homerus."

My experience at the bar of approximately thirty-five years has impressed upon me the extreme importance of exactness, coupled with an ability to distinguish between factors and mere tendencies. One of the limitations of scientific training is the tendency to get habits of thought focused on factors, under the tacit assumption that they are absolute, whereas the fact is that when we deal with human beings they are swayed by emotion fully as much as by intellect. We deal with many unknowns and imponderables. A study of the classics, and particularly translation, gives, I think, this training *par excellence*. The results of this training are evidenced by the high position attained

## AMAPOLA

Translated by STANFORD MILLER  
Ranford School, Sherman Oaks, California

Papaver, mi parve flos pulcher,  
Es similis flori formoso, caelesti,  
Cor est meum amore captum atque  
Videtur nunc rhapsodiam exprimere.  
Papaver, papaver parvum pulchrum,  
Te imitatur pulchritudine.  
Papaver, papaver,  
Utinam audirem verba, "Te amo."



by men in the past who have been students of the classics.

But it is late — "Truditor dies die." As I look back upon this attempt to carry a message to you, I am conscious of how I have meandered about, and that I have fallen far short of my aim. "Peccavi" — or, more accurately, "Amphora coepit institui: currenre rota cur urceus exit?"

## BOOK NOTES

Note: Books reviewed here are not sold by the American Classical League. Persons interested in them should communicate directly with the publishers. Only books already published, and only books which have been sent in specifically for review, are mentioned in this department.

Sophocles. *Oedipus at Colonus*. An English Version by Robert Fitzgerald. New York: Harcourt, Brace and Co., 1941. Pp. 156. \$1.50.

Readers who enjoyed the translations of the *Alcestis* of Euripides and the *Antigone* of Sophocles by Mr. Fitzgerald, in collaboration with Dudley Fitts, will welcome this version of the *Oedipus at Colonus*. As in the case of the earlier translations, the play is divided into "Scenes," so labelled, with intervening "Choral Dialogues" and "Choral Poems." The very brief and very modern "Commentary" follows the play. The general effect, typographically, is of openness and spaciousness. The verse is simple and direct, with no affectations. Obviously the translator had in mind the modern radio audience in preparing his version: cf., e.g., his words on page 147: "It may be, indeed, that radio is the most nearly satisfactory means of presenting a Greek play to a modern audience." The book will have a particular appeal to the cultured layman. —L.B.L.

Literary Quotation and Allusion in Lucian. By Fred Walter Householder, Jr. New York: King's Crown Press, 1941. Pp. xii + 103. \$2.00.

This book is a Columbia University dissertation, published in lithographed form, with paper cover. It consists of (1) a painstakingly careful index of quotations from, allusions to, and reminiscences of, various authors in Lucian, with specific references cited; (2) tabulations and analyses of the data; (3) a reconstruction of Lucian's educational career, with evidence for his study of music, art, mathematics, philosophy, medicine, law, grammar, and rhetoric; and (4) a classified bibliography. It is an entirely creditable piece of work, and should prove most useful to scholars interested in the rich field of the second Christian century. —L.B.L.

Doctoral Dissertations Accepted by American Universities, 1940-1941. (No. 8). Edited by Edward A. Henry. New York: H. W. Wilson Co., 1941. Pp. xiii + 142. \$2.50.

The total number of doctoral dissertations accepted by American universities last year, 3526, is an "all time high" for the country, as the publishers of this book point out. The work is most useful. It contains a subject index, an author index, and several tables and charts. Fifty-four titles appear under the heading of classical literature and history, and four on classical themes in art and archaeology. The University of Chicago this year easily leads all other American institutions in the number of successful candidates for the doctorate in the field of the classics. —L.B.L.

## THE FEBRUARY MEETING

The fifth annual joint meeting of the American Classical League and the National Federation of Modern Language Teachers, in cooperation with the American Association of School Administrators, will be held in San Francisco, Cal., at 2:15 P.M. on Monday, February 23, 1942, in the Delphian Room of the Clift Hotel. The principal address will be delivered by Dr. Edwin A. Lee, Dean of the School of Education, University of California at Los Angeles, Past Director of National Occupational Conference, New York, and First President of the American Vocational Association. For further details as to program, etc., see the January, 1942, issue, page 40.

## CALL FOR SUMMER COURSES

In 1940 and in 1941 THE CLASSICAL OUTLOOK called for lists of summer courses of interest to teachers of Latin and Greek which were to be given in the ensuing summer by colleges and universities in all parts of the country. The resultant lists were received with much gratification by in-service teachers. It is proposed this year to repeat the listing of summer courses. It is hoped that college professors who read this notice will cooperate by sending in, as soon as possible, lists of all summer courses which their institutions are planning, for 1942, in Latin, Greek, ancient history and civilization, classical art, classical literature in translation, linguistics, general language, and the teaching of high school Latin. Notice of proposed Latin institutes will also be welcomed. —L.B.L.

## Notes And Notices

The Council of the American Classical League held an *ad interim* meeting December 29, 1941, in Hartford, Conn., in connection with the annual meeting of the American Philological Association.

Professor F. P. Jones, of Brown University, calls attention to the fact that articles in the London Illustrated News for December 28, 1940, and January 4, 11, and 18, 1941, discuss classical motifs used in the insignia of the British air force.

The Greek classroom in the Cathedral of Learning, University of Pittsburgh, was dedicated with impressive ceremonies November 7, 1941. Professor James Stinchcomb, chairman of the Classics Department, accepted charge of the room on behalf of the faculty of the university. Distinguished guests included Archbishop Athenagoras, head of the Greek Orthodox Church in North and South America, who blessed the room; the Minister from Greece to the United States; and several scholars of Greek descent, representing various American universities, who spoke at an academic symposium on the day of the dedication. The room is essentially of marble, in the Ionic style, carved and painted. The door, walls, and furniture, executed in rigorous simplicity, are in the classical tradition. The name of Plato is carved in Greek on the back of the professor's chair, those of Aristotle and Socrates on the back of the guest chairs. Each of the student chairs bears the name of a Greek city or island. The room was financed by gifts, chiefly from Greek friends of the University in the Pittsburgh district and in Greece. The Greek government cooperated in making the project a success.

Miss Harriet Echternach, of the Sterling Township (Illinois) High School, reports the good news that in her school 42% of this year's freshman class are taking Latin, while 30% of the entire enrollment is in the Latin department. In addition, 90% of the honor students in the school at present are studying, or have studied, Latin. Illinois newspapers have given considerable space to Miss Echternach's report, and to her quotations from distinguished men on the value of Latin. One of the latter, a quotation from a Viennese chemist, is particularly interesting: "Give me a student who has been taught his Latin grammar, and I will answer for his chemistry."

At the Milwaukee meeting of the Wisconsin Latin Association, on November 6, 1941, plans for statewide publicity and for a state Latin contest were adopted, and the possibility of a Latin Institute at the University of Wisconsin was discussed.

Persons living in the vicinity of Cleveland will be interested in visiting the recently dedicated Italian Cultural Gardens in that city. Conceived at the time of the Vergilian Bimillennium in 1930, the gardens now contain stones from the Roman Forum and an old Roman wall, fountains in the Italian manner, busts, plaques, etc., and plants and trees from Italy. A pamphlet by Miss Dorothy M. Schullian, of Albion College, Albion, Mich., describes the gardens.

The Junior Classical League in Indiana is planning a state convention, to be held March 14, 1942, at Ball State Teachers College, Muncie. Mr. Hoyt Hurst, of the William A. Wirt High School, Gary, will be chairman of the meeting, and Professor Edgar A. Menk, of Ball State Teachers College, will have charge of local arrangements.

The Junior Classical League in Texas, which boasts of twenty-eight strong chapters, now has an official publication, *The Torch*. Neatly printed and edited, the four-page paper contains news of chapters and officers, verse, editorials, and jokes.

### MATERIALS

Miss Dorothy Markham, of the University of Michigan, sends in a copy of "Latin Week in Michigan," an attractively printed sixteen-page booklet, illustrated. The booklet includes much specific information on the activities of "Latin Week," under the headings "Newspapers," "Posters," "Models," "Contests," "Prospective Students," "Programs," and "Parties;" and the compiler of the booklet invites teachers to write in for the names of schools which made particular contributions. Copies of the publication have been sent to all Latin teachers in Michigan. A limited number of copies remain; these will be sent to teachers elsewhere in the country, upon request to the Latin Department, University of Michigan.

Professor Jonah W. D. Skiles, of Westminster College, Fulton, Mo., has furnished the Classical League with copies of the editorial, "Believers in Real Education Meet in Louisville to Discuss Classics," published in the Louisville Times March 21, 1940, in connection with the meeting in that city of the Classical Association of the Middle West and South. The editorial is a tribute to the value of the classics. Copies may be obtained from the American Classical League Service Bureau. Those requesting them are asked to enclose a long envelope, stamped and self-addressed.

### A CORRECTION

In Professor J. C. Robertson's Latin version of "Hark, the Herald Angels Sing," on page 27 of the December, 1941, issue, the first line of the second stanza should read "Adoratus caelitus."



The American Classical League Service Bureau has for sale the following material. Please order by number.

#### FIRST YEAR LATIN

##### Mimeographs

- 22. Teaching Latin Grammar As an Aid to English Grammar and Expression. 10c.
- 26. The Teaching of Latin Participles. 10c.
- 127. Some Suggestions for Making Drill in Forms Interesting As Well As Thorough. 10c.
- 133. Suggestions for Teaching Roman Life, Character, History, and Religion in Connection with First Year Latin. 10c.
- 134. Devices and Incentives in First Year Latin, and Also Suggestions for Other Years. 10c.
- 135. Aims in First Year Latin. 10c.
- 180. Methods of Teaching Vocabulary in First Year Latin. 10c.
- 187. Preparation for a Lesson Dealing with Ablative of Time, or the Inductive Method in the Teaching of Latin Grammar. 10c.
- 204. A List of Latin Exercise and Drill Books; Also Charts. 10c.
- 224. An Effective Device for Teaching the Meaning of Indirect Discourse. 5c.
- 225. A Simple Device for Teaching the Tenses of the Subjunctive. 5c.
- 228. Outline for a Lesson on Extent of Time. 10c.
- 234. Some Problems in Teaching Beginning Latin and a Suggested Solution. 10c.
- 250. Mastering the Participle. 10c.
- 278. A Bibliography for Collateral Reading in English for Latin Pupils in the First Year. 10c.
- 279. Latin Words and Phrases in English with Concrete Suggestions for Use in the First Year. 10c.
- 287. Classroom Devices for Teaching English Grammatical Forms and Usage in Connection with First Year Latin. 10c.
- 288. The Teaching of the Subjunctive Mood. 10c.
- 290. Teaching Clauses of Result. 10c.
- 298. The Translation of English Prepositions. 5c.
- 304. An Outline of Methods in Teaching Vocabulary in the First Year. 10c.
- 308. Latin Notebooks. 10c.
- 355. Contracts for Beginning Latin. 10c.

- 358. Ideas for Teaching Forms and Syntax in the Earlier Years of the Latin Course. 10c.
- 433. "Dominoes." A conjugation game designed to vary drill in the first year. 10c.
- 445. A Clever Device for Memorizing Adverbs. 5c.
- 510. Suggestions for Teachers of First and Second Year Latin. 10c.
- 514. Remarks on English and Latin Tense Forms. 10c.
- 533. The Evolving Latin Course. 10c.
- 561. A Bulletin on Bulletin Boards. Correlating the bulletin board with class work. 10c.

##### Supplements

- 40. Suggestions Regarding the Teaching of Latin Forms and Syntax in the Earlier Years of the High School. 10c.

#### A LATIN BIRTHDAY BOOK

Prepared by Marguerite Kretschmer

Carefully selected quotations in prose and verse for every day of the year, compiled from Vergil, Horace, Cicero, Seneca, Dionysius Cato, and others. Both Roman and modern dating throughout. Blank spaces for signatures. Full translation on reverse of each page. Attractively bound in cloth, light blue cover with silver lettering. Price, \$1.25.

#### PLEDGE TO THE FLAG

*The Pledge to the Flag in Latin* (17" x 23"). A translation of the official version. An attractive wall poster in red, white, and blue. The Pledge is printed in black beneath a large American Flag. Price, 40c.

#### WASHINGTON'S BIRTHDAY

- 557. Suggestions for a Program on February 22. 10c.

#### THE IDES OF MARCH

- 231. Exitium Caesaris (ex libris Plutarchi). A Latin play. 10c.
- 500. Suggestions for a Latin Program for the Ides of March. 5c.
- 567. Julius Caesar. An amusing "musical comedy" in 3 scenes. 10c.
- 581. Suggestions for Celebrating the Ides of March and the Birthday of Rome, April 21. 10c.

#### EASTER

- 252. Parts of a Liturgical Play in Latin from the Tenth Century. 10c.
- 426. An Easter Pageant in Latin. Tableaux accompanied by reading of Scriptures in Latin. 10c.
- 582. An Easter Program. 5c.
- ST. VALENTINE'S DAY
- 317. Suggestions for a Valentine's Day Program. 5c.
- 422. The Making of Latin Valentines. 10c.

#### TWO VALENTINE CARDS

Two Valentine cards with envelopes, previously printed, are still available, one with a quotation from Vergil, the other with an adaptation of an epigram of Martial. In color. Limited quantities. Price, 10 for 60c.; 25 for \$1.25; 50 for \$2.25; 100 for \$4.00.